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AUTHOR Goodwin, Judy; And Others
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ABSTRACT

This report assesses the implementation of a curriculum for Asian limited-English-speaking students in Philadelphia (Pennsylvania), the staff development provided, and student perceptions of the program. Evaluation methods included intensive study of a random sample of 11 of the 32 sites, a teacher survey, and student focus groups. The following findings are reported: (1) teachers indicated the need for more hands-on training and demonstrations in the recommended approaches; (2) high percentages of teachers reported using most of the recommended approaches in their classrooms; (3) many teachers were not using the recommended Whole Language approach properly; (4) very few teachers used the recommended Total Physical Response (TPR); (5) the majority of teachers were using the recommended Cooperative Learning approach; (6) the majority of elementary and middle school teachers maintained contact with mainstream teachers, compared to only 26 percent of the high school teachers; and (7) students expressed the need to improve their pronunciation and speaking skills, writing, and reading comprehension. Statistical data are presented in six tables. The following materials are appended: (1) a list of the New Instructional Model Schools; (2) a calendar of professional growth programs; (3) a report on the evaluation of a staff development workshop; and (4) an analysis of the responses to the teacher survey. (FMW)

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The School District of Philadelphia

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ASSESSMENT

ASIAN REMEDIAL PLAN

AN ASSESSMENT OF THE USE OF
THE ESOL STANDARDIZED CURRICULUM
IN NEW INSTRUCTIONAL MODEL SCHOOLS

Report No. 9107

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Report Prepared By:

Judy Goodwin, Research Associate
Jacqueline Landau, Research Assistant
Keh-nan Li, Research Assistant
David Patton, Research Assistant

ESOL/Bilingual Education Unit

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EXECUTIVE SUMMARY

This study was designed to assess: 1) the type and quality of staff development provided in the ESOL Standardized Curriculum; 2) the extent to which the ESOL Standardized Curriculum is being implemented in the New Instructinal Model Schools, and 3) student perceptions of how ESOL is meeting their needs.

Staff Development sessions offered to ESOL teachers in the ESOL Standardized Curriculum between August and November, 1990 focused on the approaches recommended for teaching LEP students, i.e., Whole Language, Thematic Units and Cooperative Learning. Sixty-eight percent (N=71) of the ESOL teachers in the 32 New Instructional Model Schools attended at least one of these sessions.

Evaluation feedback indicated that the sessions were generally well-received, particularly those conducted by Judy Kwiat of the Illinois Resource Center. The most consistent finding was that teachers felt the need for hands-on training and demonstrations in the approaches presented. Videotapes of teachers using the techniques were viewed as helpful in the sessions.

A survey regarding teacher use of the ESOL Standardized Curriculum was completed by 93% (N=97) of the ESOL teachers at the 32 program schools. High percentages of teachers reported using the Scope and Sequence of the curriculum as well as Whole Language which is the recommended approach for teaching the content of the curriculum. The majority of teachers also reported using Thematic Units and Cooperative Learning frequently, with the exception of high school teachers, where 41% reported using Cooperative Learning frequently. One additional technique, Total Physical Response (TPR) was reported in frequent use by 77% of the elementary teachers compared with 46% of the middle and 37% of the high school teachers. More elementary teachers (81%) also reported expanding their use of the curriculum this year than did middle (42%) and high school (42%) teachers.

An In-Depth Study in the use of the ESOL Standardized Curriculum was conducted in a stratified random sample of eleven schools in the program. Thirty two percent (N=18) of all elementary ESOL teachers, 57% (N=8) of all middle school teachers and 70% (N=23) of all high school teachers in the 32 schools were represented in this sample. Each teacher was observed on two separate occasions and a follow-up interview was conducted.

Consistent with the survey findings, high percentages of teachers at all levels in the sample used the Scope and Sequence of the curriculum frequently or used it as a guide. The findings regarding Whole Language revealed that although the majority of teachers in the sample thought they were using this approach, many were vague or confused about it, and often identified skills, phonics, syntax or grammar lessons as Whole Language. This was particularly true at the high school level, where only 39% of the teachers showed some understanding of the approach

and used some aspect of Whole Language in the lessons observed. Since Whole Language differs markedly from traditional second language teaching, these findings are not surprising. Whole Language teaching requires retraining as well as substantial commitment of time and resources by teachers to make the transition. It is worth noting that despite the use of traditional techniques, lessons were conducted competently. In addition, student engagement was high in 94% of the elementary observations, 50% of the middle and 65% of the high school observations.

Interview data regarding the use of Thematic Units showed that the majority of elementary (73%) and middle school (50%) teachers in the sample reported using them, compared with 44% of the high school teachers. Seven thematic units were observed in progress during the two rounds of observations.

With respect to the use of Total Physical Response (TPR), most teachers in the sample believed this technique was appropriate for beginning classes only. Fifty to 56% of teachers of beginning classes reported using TPR. However, only 3 of 17 teachers of beginning level classes were observed using the technique during two rounds of observations.

The majority of teachers at all levels (50-78%) in the sample indicated in the interviews that they used Cooperative Learning. Most teachers defined the technique in terms of peer tutoring or group work and did not seem to understand that team effort to produce a joint product is essential to Cooperative Learning. Observation data revealed that in 22% to 33% of the classes at each level, pairing or grouping of students took place at some point in the lesson. Again, percentages were highest at the elementary level.

The majority of elementary (78%) and middle school (50%) ESOL teachers in the sample reported maintaining contact with mainstream teachers. Twenty-six percent (26%) of the high school teachers said they had contact with content area teachers.

Student focus groups were conducted with eleventh and twelfth graders in the high school sample to assess student perceptions of how ESOL was meeting their needs. All of the students (N=29) reported receiving passing grades in all subjects, but felt the need to further improve their pronunciation and speaking skills in ESOL; e.g., they wanted additional opportunities for teacher to student and student to student interaction. Most of the students (72%) mentioned the need for more writing instruction and practice as well as more reading and comprehension activities (59%) in ESOL.

In conclusion, teachers appear to have an easier time following the content of the curriculum than applying its approaches. Continued training in these approaches with hands-on emphasis is recommended. Ways of reaching more teachers more frequently need to be explored. Some additional possibilities are encouraging teachers to pursue college courses and form teacher networks.

INTRODUCTION

PROGRAM DESCRIPTION:

In the 1990-1991 school year, 7 high schools, 3 middle schools and 22 elementary schools serving Asian students adopted the New Instructional Models outlined in the Remedial Plan for Services to Asian LEP Students. Of these 32 schools, seven had participated in the program in previous years: University City High, South Philadelphia High, Olney High, Furness High, Cooke Middle, Kirkbride Elementary, and Southwark Elementary. (See Appendix A for a complete list of the schools in the program.)

PURPOSE OF THIS STUDY:

This study was designed to assess:

1) the type and quality of staff development in the ESOL Standardized Curriculum provided to ESOL teachers;

2) the extent to which the ESOL Standardized Curriculum is utilized in program classrooms both in terms of its content (Scope and Sequence) and the approaches it recommends for use with LEP students such as Whole Language, Total Physical Response, Thematic Units and Cooperative Learning;

3) twelfth grade students' perception of how well ESOL instruction is meeting their needs in terms of language acquisition, reading and writing skills and their ability to handle content material.

THE FOCUS OF THE STUDY:

The major focus of this study was 11 schools which were randomly selected for in-depth treatment during the months of November and early December, 1990. The details of the In-Depth Study are provided on page 11. In an attempt to gain a broad overview of curriculum implementation, a survey was also sent to all ESOL teachers in the 32 New Instructional Model schools.

DESCRIPTION OF THE ESOL STANDARDIZED CURRICULUM:

The following section describes the ESOL Standardized Curriculum and defines the specific aspects of the curriculum which were the focus of this study, i.e., Scope and Sequence, Whole Language, Thematic Units, Total Physical Response (TPR) and Cooperative Learning.

The ESOL Standardized Curriculum has three major sections:

1) CONTENT - SCOPE and SEQUENCE,

2) RECOMMENDED APPROACHES appropriate for teaching the content to LEP students, and

3) SAMPLE THEMATIC UNITS.

1) SCOPE AND SEQUENCE:

The curriculum clearly outlines Listening, Speaking, Reading and Writing goals and the sequence of skills to be developed for each grade and ESOL level. In addition, goals and pertinent skills related to Native Cultures, Life in the U.S.A. and Survival Skills are included for each grade and ESOL level.

2) RECOMMENDED APPROACHES:

The Whole Language Approach:

The ESOL Standardized Curriculum recommends that Whole Language be the approach through which the content of the curriculum be taught. Whole Language runs counter to traditional skills-based teaching in that

> ... meaning-making is the central focus of reading and writing....The Whole Language classroom looks different from the phonics or skills classroom; there are no spelling books, no sets of reading texts with controlled readability, no writing

> assignments. Instead, the children's writing and authorship are integrated with a reading program of children's literature. Whole meaningful texts are the instructional materials, not isolated words, sounds or vocabulary-controlled stories....Student-teacher and peer interactions are essential to the Whole Language orientation. (Edelsky, Draper and Smith, 1983).

Participatory experiences and experiences where children use language in communicative contexts are also essential to the Whole Language orientation.

Thematic Units:

Consistent with the Whole Language approach, the ESOL Standardized Curriculum suggests "... that curriculum goals and objectives be drawn together in a holistic, integrative fashion through the use of thematic units" Standardized Curriculum (p. 110). These are units around which "... the teacher designs a series of learning activities across many content areas and across all the language processes of speaking, listening, reading and writing." (Enright & McCloskey,1988) They are generally of several days' duration and sometimes weeks and months. A number of sample Thematic Units have been included in the curriculum for teachers' use.

Total Physical Response (TPR):

> TPR is a second language strategy which introduces new language through a series of imperatives to [learners to physically] enact an event. The teacher gives the commands and [physically] acts them out to assure student comprehension. The students respond to the commands with appropriate [physical] actions. (Standardized Curriculum, p. 9)

Cooperative Learning:

Cooperative Learning involves heterogeneous groups of two to six students engaged in student-centered learning activities that require cooperation and positive interdependence among individual of each group

Students are assigned roles to perform within the group, and through a shared learning activity, benefit from observing learning strategies used by their peers. LEP students benefit further from the face-to-face verbal interactions, which promote communication that is both natural and meaningful. Unlike the traditional reward structure found in classrooms where students who work alone or in small groups are rewarded on an individual or competitive basis, the cooperative reward structures used in cooperative learning place students "... in a situation where the task-related efforts of any individual helps others to be rewarded." (Slavin, 1983)

REFERENCES

Edelsky, C., Draper, K., and Smith, K. 1983. Hookin' 'em in at the start of school in a "whole language" classroom. Anthropology and Education Quarterly, 14 (4): 257-81.

Enright, D.S. and McCloskey, M.L. Integrating English. New York: Addison-Wesley, 1988.

Slavin, R., Cooperative Learning. New York: Longman 1983.

Standardized Curriculum: English to Speakers of Other Languages (ESOL). School District of Philadelphia, 1989.

STAFF DEVELOPMENT IN THE ESOL STANDARDIZED CURRICULUM, 1990-1991

The School District arranged for a series of staff development workshops specifically targeted to expanding teachers' understanding of appropriate techniques for teaching LEP students. The workshops focused on Whole Language Strategies, Cooperative Learning Techniques, The Development and Use of Thematic Units and Integrating the ESOL Curriculum with Content Areas. In addition, staff development sessions were held for teachers and principals to familiarize them with Peer Coaching as a vehicle for helping teachers gain expertise in using these approaches. Sixty-eight percent (N=71) of the ESOL teachers in the New Instructional Model schools attended these workshops. Table 1 provides a list of the workshops offered between August and November, 1990 which would have had an impact on the current study. The number of Remedial Plan ESOL teachers who attended each session is also provided. Many more workshops are scheduled for the remainder of the school year and are included in Appendix B.

EVALUATION FEEDBACK

Feedback regarding the workshops was obtained from participants by means of questionnaires or focus groups held at the end of each session. In each focus group,approximately ten participants responded to questions asked by the evaluators. The evaluation reports for each session are included in Appendix C.

The most consistent feedback from teachers was the need for more training in hands-on techniques and classroom demonstrations, i.e. they need help in applying what they have learned to the classroom setting. Videotapes of classroom instruction (used by Judy Kwiat of the Illinois Resource Center) were perceived as helpful in demonstrating how to apply the techniques presented.

TABLE 1
STAFF DEVELOPMENT SESSIONS IN THE ESOL STANDARDIZED CURRICULUM

Topics	Dates 1990	Remedial Plan Participation		Leaders
		No. of ESOL Participants	No. of Schools Represented	
ESOL and Content Areas	August 27	50	29*	School District Teachers
Using the ESOL Standardized Curriculum and Instructional Materials: A Crosswalk	August 27	50	29*	ESOL Supervisors
Whole Language Strategies for ESOL and Content Area Teachers	August 28	50	29*	Illinois Resource Center
Thematic Units: Integrating ESOL and Content Areas	August 28	50	29*	Illinois Resource Center
Cooperative Learning Strategies	August 29	50	29*	Illinois Resource Center
Peer Coaching	August 29	50	29*	Illinois Resource Center
Citywide ESOL Staff Development**	September 5	70	30	ESOL Supervisors
Reading and Writing in the Whole Language Approach	October 20	18	13	Dr. Margaret Van Naerssen, University of Pennsylvania
Developing Thematic Units	October 23	11	8	Ms. Ann Beusch, Hood College
Peer Coaching	November 2-3	17	13***	Judy Kwiat, Illinois Resource Center
New ESOL Teachers - Coffee and Conversation**	November 5	5	5	ESOL Supervisors
Experienced Teachers - Coffee and Conversation**	November 5	1	1	ESOL Supervisors

* The 3 schools not represented were Greenfield Elementary, Carnell Elementary, and Olney Elementary
** These sessions were not evaluated
*** Peer Coaching was available only to those who had not participated in prior years.

SURVEY OF THE ESOL STANDARDIZED CURRICULUM

In an attempt to gain a broad overview of curriculum implementation, a survey was sent to all ESOL teachers in the 32 New Instructional Model schools. The survey requested information about:

1) the frequency with which teachers use the aspects of the ESOL Standardized Curriculum, i.e., the content and some of the recommended instructional techniques (described on pages 2-4), and

2) whether teachers have expanded their use of the curriculum this year.

Ninety-three percent (N=97) of all ESOL teachers in the New Instructional Model schools responded to the survey. Returns were received from 93% (N=52) of the elementary teachers, 93% (N=13) of the middle school teachers and 94% (N=32) of the high school teachers.

Percentages of teachers reporting (on a five point scale)[1] the frequency with which they use each of the aspects of the curriculum are presented in Appendix D, Tables D1-D3. These results are provided by school level.

Responses from teachers in the In-Depth Study schools at the elementary and high school levels are also provided. No comparisons were made at the middle school level, because all teachers except two at one middle school were included in the In-Depth Study.

1. The five point scale ranged from "frequently" (a 1 rating) to "not at all"(a 5 rating).

SURVEY FINDINGS:

1. Scope and Sequence

The following percentages of teachers reported using the Scope and Sequence in the ESOL Standardized Curriculum frequently (1 or 2 rating) or reported referring to it as a guide (3 rating):

	Total Program (N=97)	In-Depth Study (N=52)
Elementary School	96%	94%
Middle school	94%	--
High school	72%	68%

Percentages of teachers reporting that they use the following aspects of the ESOL curriculum frequently (1 or 2 rating):

2. Whole Language	Total Program (N=97)	In-Depth Study (N=52)
Elementary	94%	88%
Middle	92%	--
High	78%	78%

3. Thematic Units		
Elementary	73%	59%
Middle	54%	--
High	63%	64%

4. Total Physical Response (TPR)		
Elementary	77%	65%
Middle	46%	--
High	37%	41%

5. Cooperative Learning		
Elementary	64%	65%
Middle	62%	--
High	41%	32%

SUMMARY OF SURVEY FINDINGS:

1) Frequency with which Teachers Reported Using the Curriculum

The overwhelming majority of teachers (72% to 96%) reported using the Scope and Sequence of the ESOL Standardized Curriculum frequently or reported referring to it as a guide. Sixty-two percent (62%) of the middle school teachers were more inclined to use it as a guide, while 28% of the high school teachers reported using it infrequently to not at all.

The majority of teachers at all levels reported using Whole Language (78% to 94%) and Thematic Units (54% to 73%) frequently. More teachers (77%) at the elementary level reported frequent use of Total Physical Response (TPR) than did middle (46%) and high school teachers (37%). Elementary and middle school teachers (64% and 62% respectively) reported using Cooperative Learning techniques more frequently than did high school teachers (41%).

The pattern of responses for the In-Depth Study teachers was very similar to that of teachers in the Total Program, with the exception of the use of Thematic Units and TPR at the elementary level, i.e., at least 12% fewer elementary teachers in the In-Depth Study reported using these techniques frequently. Similarly, 9% fewer high school teachers in the In-Depth Study reported using Cooperative Learning techniques frequently.

2) Expanded Use of the ESOL Standardized Curriculum

Eighty-one percent (N=42) of the elementary teachers, and 42% of the middle (N=5) and high school (N=14) teachers reported expanding their use of the curriculum this year.

Elementary teachers mentioned:

- expanding the use of Thematic Units, Cooperative Learning and Whole Language strategies (N=9)
- using the new ESOL Addison-Wesley series (N=4)
- developing poetry reading, mapmaking and a student newspaper into Thematic Units (N=2)
- creating meaningful, but fun activities, e.g., bookmaking and mapmaking (N=2)
- using drama, jazz to build vocabulary, memory skills and writing ability (N=2)
- building the skills and using the appropriate goals suggested in the curriculum (N=4)

Middle school teachers mentioned:

- putting more emphasis on Thematic Units, Whole Language and writing (N=5)

High school teachers mentioned:

- expanding the use of Thematic Units (N=5)
- having students write more at all levels (N=3)
- using literature to build higher level thinking skills (N=1)
- more emphasis on following the Standardized Curriculum's Scope and Sequence (N=2)

IN-DEPTH STUDY IN THE USE OF THE ESOL STANDARDIZED CURRICULUM

Methodology

All ESOL teachers at the eleven schools in the stratified random sample (see below) were observed and interviewed during November, 1990. A second round of observations was conducted in the early part of December, 1990. Principals were asked to share the 1990-91 Evaluation Plan with the teachers prior to the visits.

The evaluators transcribed each 45 minute lesson; follow-up interviews varied from 20 to 40 minutes in length. The evaluators met weekly to discuss and analyze the findings and to ensure reliability in the interpretation of the findings.

The Sample

Eleven schools were ramdomly selected (by level) for intensive study. They were:

High Schools:

University City (District 1)	= 4 ESOL teachers
South Philadelphia (District 2)	= 7 ESOL teachers
Kensington (District 5)	= 3 ESOL teachers
Olney (District 7)	= 9 ESOL teachers
TOTAL HIGH SCHOOL SAMPLE	= 23 ESOL teachers

Middle Schools:

Vare (District 2)	= 4 ESOL teachers
Cooke (District 7)	= 4 ESOL teachers*
TOTAL MIDDLE SCHOOL SAMPLE	= 8 ESOL teachers

Elementary Schools:

Drew (District 1)	= 1 ESOL teacher**
Childs (District 2)	= 2 ESOL teachers***
Southwark (District 2)	= 4 ESOL teachers
Birney (District 7)	= 8 ESOL teachers
Olney (District 7)	= 3 ESOL teachers
TOTAL ELEMENTARY SCHOOL SAMPLE	= 18 ESOL teachers

* Four substitute teachers were not included in the study
** One substitute teacher was not included in the study
*** One of these teachers is a Latin teacher

ELEMENTARY SCHOOL SAMPLE

BIRNEY, CHILDS, DREW, OLNEY, SOUTHWARK:

Eighteen (18) teachers were observed and interviewed at these five elementary schools. This sample represents 32% of all elementary ESOL teachers in the New Instructional Model elementary schools.

STAFF DEVELOPMENT:

Eighty-three percent (N=15) of the elementary teachers in the study attended at least one of the special staff development workshops in the ESOL Standardized Curriculum offered between August and November, 1990 (see Table 2). Of the three teachers who did not attend, one was a long-term substitute and one a Latin teacher.

USE OF SCOPE AND SEQUENCE:

Forty-four percent (N=8) of the elementary teachers indicated that they use the Scope and Sequence of the curriculum regularly. An additional 39% (N=7) use it as a guide to make sure that the necessary skills are being covered. Two lessons about Thanksgiving and one about Immigrating to America were from the section of the Scope and Sequence on "Life in the U.S.A.". A poem and discussion about the World Community were from the section on "Native Cultures", and four lessons about Writing Personal and Business Letters from the Writing Section of the Scope and Sequence.

One experienced teacher felt she did not need the Scope and Sequence but used the curriculum for its techniques and for suggestions about thematic units. Another preferred the Reading/Language Arts curriculum because it is thematically organized. One relatively new teacher was not familiar with the curriculum, and one teacher said she did not find the Scope and Sequence useful.

TABLE 2
STAFF DEVELOPMENT

August 1990 - November 1990
IN-DEPTH STUDY SCHOOLS (N=11)
ESOL TEACHER ATTENDANCE

Schools	No. of ESOL Teachers	Greenfield August 27-29	Reading and Writing in Whole Language October 10	Developing Thematic Units October 23	Peer Coaching* November 2-3
High Schools					
University City	4	1**	0	-	2
South Philadelphia	7	2	2	-	0
Kensington	3	2	-	-	2
Olney	9	2	-	1	2
Total	23	7	2	1	6
Middle Schools					
Vare	4	1	-	-	1
Cooke	4***	2	1	-	-
Total	8	3	1	-	1
Elementary Schools					
Childs	2	1	-	-	-
Drew	1***	1	1	-	-
Southwark	4	3	2	1	1
Birney	8	8	1	2	1
Olney	3	-	3	-	-
Total	18	13	7	3	2

*Previous participants in Peer Coaching workshops were not invited because of lack of space.
**ESOL Coordinator who does not teach.
***Short-term substitutes are not included in these counts.

USE OF WHOLE LANGUAGE TECHNIQUES:

The types of Whole Language activities observed in elementary classrooms included concept-building through hands-on experiences, Total Physical Response (TPR) activities, a class discussion followed by a Language Experience Approach (LEA) activity, and reading and discussion of pieces of literature.

Classes observed using aspects of Whole Language:

1) The teacher did a hands-on demonstration of supply and demand. She gave out play money and had the students buy cookies and crackers. Then she changed the relative price of each, and explained the concepts involved. All of the students in the class had a chance to participate in the demonstration (Grade 2, Level 3).

2) The class began with a TPR activity which was a song. Individuals took turns leading the song. Then the students did a math activity to review addition and subtraction and later worked with their Addison-Wesley ESL texts (Grade 2, Level 2). Two other classes were observed using TPR.

3) In a lesson about Thanksgiving, the class discussed the parts of a turkey (e.g., feet, feathers) from a picture on the blackboard. Teacher asked for student sentences describing the turkey and wrote them on a large sheet of paper. (Grade 1, Level 2). This is an example of the Language Experience Approach.

4) The teacher read O'Henry's "The Last Leaf". The class discussed the theme and plot, and the story was compared and contrasted with Dicken's "A Christmas Carol" (Grades 6-8, Level 4).

5) Two teachers read and discussed poems with their classes (Grades 3 & 4, Level 3).

6) The teacher read a story by Dr. Seuss to the class (Grade 1, Level 1).

Interview data revealed that 56% (N=10) of the teachers had some understanding of Whole Language. A recurrent theme among the remaining 44% (N=8) who seemed not to have any knowledge of Whole Language was identifying phonics, syntax and grammar lessons as Whole Language.

USE OF THEMATIC UNITS:

Three classes were observed using Thematic Units.

1) Immigrants:

Activities were related to the reasons why people have left their native countries since the early settlers, and why they chose America. After reading and discussion, children worked in groups, pasting and coloring the reasons (in strips prepared by the teacher) on an American Flag. Other components of this unit (supplied by the teacher) were Nationalities, Races, and Where Like Groups Live (Grades 4-5, Level 2).

2) Thanksgiving in America:

Children engaged in choral reading and discussion of two poems about Thanksgiving ("The Wishbone" and "If Turkeys Thought"). They worked in pairs practicing giving thanks and making wishes. The teacher indicated that reading short stories, other poems, free reading and listening to a tape and book-set by Gail Gibbons on Thanksgiving were part of this unit (Grades 2-3, Level 3).

3) The World Community:

Children engaged in choral reading and discussion of Lois Lenski's poem "Sing a Song of People". They were organized into groups and given the task of writing about the poem or illustrating it. The teacher indicated that more poetry and social studies were additional activities for this unit (Grades 2-3, Level 3).

Interview data revealed that 78% (N=14) of the teachers indicated they use Thematic Units. Themes mentioned were Family, Neighborhood, Clothing, Occupations, Hobbies, Money, Business Letters,Holidays, Birthdays, Clothing, Weather, and Fruits. One new teacher planned to develop units on The Body and American Sports. Of the three remaining teachers, two did not understand the concept and one found Thematic Units too time-consuming.

USE OF TOTAL PHYSICAL RESPONSE (TPR):

This technique was observed in three classrooms, where songs incorporating commands such as "touch your head, nose" etc. were used.

Interview data revealed that most teachers believed that TPR was only appropriate for beginning classes. Fifty-six percent (N=5) of the teachers of beginning level classes indicated they use this technique. One reason offered for not using TPR was that the children were too shy. Three other teachers misunderstood the concept, defining it as using sensory-motor skills, e.g., cutting, pasting, or feeling objects.

USE OF COOPERATIVE LEARNING TECHNIQUES:

In twenty-eight percent (N=5) of the classrooms observed children were broken up into groups to discuss comprehension questions about the story they had read; create questions with the aid of pictures; use interrogative forms they had just learned; work cooperatively on tasks which required cutting, pasting or reconstructing cut-up pieces and come up with word definitions. In another class children worked in pairs taking turns playing teacher and naming actions for which their partner had to find the correct picture card.

Interview data revealed that 2 additional teachers (11%) reported having students work in groups, and 6 more (33%) defined Cooperative Learning in terms of peer tutoring, i.e., they have students working in pairs helping each other. One teacher said Cooperative Learning took place in the bilingual tutorial period, another indicated that her first grade students were not mature enough, one felt her ESOL lab (students working on machines) was Cooperative Learning and another showed no understanding of the concept.

STUDENT ENGAGEMENT:

In 94% (N=17) of the classes observed, students appeared attentive and engaged in the lessons.

CONTENT AREA INSTRUCTION:

Seventy-two percent (N=13) of the elementary teachers indicated that they have contact with mainstream teachers, and try to keep abreast of the content area curricula. Two of these teachers actually refer to the mainstream curricula for help in incorporating content area information in their ESOL classes. The remaining 28% cited scheduling problems as preventing them from having contact with mainstream teachers.

SUMMARY OF FINDINGS (ELEMENTARY SCHOOL SAMPLE):

- 83% of the teachers attended at least one of the special staff development sessions in the ESOL curriculum.
- 83% reported using Scope and Sequence regularly or used it as a guide.
- 44% of the lessons observed were from sections of the Scope and Sequence.
- 56% of the teachers showed some understanding of Whole Language.
- 50% of the teachers observed used some aspect of Whole Language.
- 78% reported using Thematic Units. Three lessons were observed with thematic units in progress.
- 56% of beginning level teachers reported using Total Physical Response (TPR) and most teachers believed it was a technique that was appropriate for beginning classes only. Three teachers were observed using TPR.
- 78% of the teachers reported using Cooperative Learning but defined it either as peer tutoring or traditional group work.
- 33% of the classes were observed where students were working in pairs or groups for some part of the lesson.
- 94% of the classes were observed where students were attentive and engaged in the lessons.
- 72% of the teachers reported maintaining contact with mainstream teachers.

MIDDLE SCHOOL SAMPLE

COOKE and VARE:

Eight (8) teachers were observed and interviewed at these two middle schools. This sample represents 57% of all middle school ESOL teachers in the New Instructional Model Schools. Four short-term substitutes were not included in the study. It should also be noted that three teachers in the study were newly appointed.

STAFF DEVELOPMENT:

Thirty-eight percent (N=3) of the middle school teachers in the study attended at least one of the special staff development workshops in the ESOL Standardized Curriculum offered between August and November, 1990 (see Table 2). Two of the teachers who did not attend were experienced teachers who had attended many workshops in the past. The three teachers appointed in November had no opportunity to attend.

USE OF SCOPE AND SEQUENCE:

Fifty-percent (N=4) of the middle school teachers indicated that they use the Scope and Sequence regularly and one more uses it as a guide to make sure that the necessary skills are being covered. The three new teachers were not yet well-versed in the Scope and Sequence. They had only been in ESOL for two or three weeks at the time of the study.

USE OF WHOLE LANGUAGE TECHNIQUES:

In the middle schools, the types of classroom activities observed which reflected a Whole Language perspective included journal writing, use of literature as reading material, discussion revolving around literature and personal responsive writing.

Classes observed using aspects of Whole Language:

1) The students spent time writing in their journals about their families and their origins; then the teacher reviewed the novel Huckleberry Finn and began a discussion of a new novel The Flayed Hand (Grades 5-7, Level 3).

2) The teacher read from Kipling's Jungle Book and discussed the story and characters with the students (Grades 5-8, Level 2).

3) The class had discussed Christmas the previous day. The teacher covered the elements of letter writing and students proceeded to write a personal letter to Santa Claus (Grades 5-6, Level 1).

Interview data revealed that 62% (N=5) of the teachers had some understanding of Whole Language concepts. The remaining 38% (N=3) were new teachers and had no understanding of the approach.

USE OF THEMATIC UNITS:

One class was observed using a thematic unit.

Christmas in Other Lands:

The students gave oral reports on their group projects. They had done library research on various countries, France, Sweden, Italy. They wrote reports, illustrated with drawings, and brought in realia.

Interview data revealed that fifty percent (N=4) of the teachers indicated they use Thematic Units. Themes mentioned were American History, Holidays, Money, Sound and Musical Instruments. It was reported that plans are underway for the development of Thematic Units with the new teachers. A unit entitled Presidents was planned for January.

USE OF TOTAL PHYSICAL RESPONSE (TPR):

This technique was not in evidence during the observations. Interview data revealed that 50% (N=4) of the middle school teachers

reported using TPR with beginning classes but felt it is inappropriate for other ESOL levels. Two new teachers were unfamiliar with the concept.

USE OF COOPERATIVE LEARNING TECHNIQUES:

Two classes were observed where students worked together. In one class the teacher took the students to the library and they worked in pairs using encyclopedias for a project about their favorite hero. In the other class, students worked in groups on a worksheet exercise about the news.

Interview data revealed that 50% (N=4) of the teachers understood that Cooperative Learning requires group goals and joint projects, and reported using this technique. One additional teacher reported pairing students frequently to do joint research projects. The three new teachers were unfamiliar with the concept.

STUDENT ENGAGEMENT:

In 50% (N=4) of the classes observed, students appeared attentive and engaged in the lessons. In 38% (N=3) either the material presented appeared to be of no interest to the students, or the teachers were having classroom management problems. In one class, students were moderately engaged.

CONTENT AREA INSTRUCTION:

Fifty percent (N=4) of middle school teachers indicated that they taught content area material in their ESOL classes, i.e., social studies (N=2), mathematics (N=2), science (N=2), and had regular contact with content area teachers. Twenty-five percent (N=2) said they had limited contact with content area teachers. The remaining 25% (N=2) said they have not yet had time to make such contacts.

SUMMARY OF FINDINGS (MIDDLE SCHOOL SAMPLE):

- 38% of the teachers attended at least one of the special staff development sessions in the ESOL curriculum. Three teachers (38%) were appointed in November and had no opportunity to attend.

- 62% of the teachers used the Scope and Sequence regularly or used it as a guide.

- 62% of the teachers had some understanding of Whole Language. Three teachers (38%) were observed using some aspect of Whole Language.

- 50% of the teachers reported using Thematic Units. One lesson was observed with a Thematic Unit in progress.

- 50% of the teachers reported using TPR with beginning level classes but the technique was not in evidence during the observations.

- 50% of the teachers reported using Cooperative Learning and demonstrated that they understood the technique. Two classes (25%) were observed with students working together at some point in the lesson.

- 50% of the classes were observed where students were attentive and engaged in the lessons.

- 50% of the teachers reported teaching content area material and maintaining contact with content area teachers.

HIGH SCHOOL SAMPLE

KENSINGTON, OLNEY, S. PHILADELPHIA and UNIVERSITY CITY:

Twenty-three (23) teachers were observed and interviewed at these four high schools. This sample represents 70% of all high school ESOL teachers in the New Instructional Model high schools.

STAFF DEVELOPMENT:

Fifty-seven percent (N=13) of the teachers in the study attended at least one of the special staff development workshops in the ESOL Standardized Curriculum offered between August and November, 1990 (see Table 2). Four teachers who did not attend cited other commitments such as family or course work. Three additional teachers did not attend because they felt workshops in the past had not been useful.

USE OF SCOPE AND SEQUENCE:

Forty-eight percent (N=11) of the teachers indicated that they use the Scope and Sequence regularly. An additional 26% (N=6) use it as a guide to make sure the necessary skills are being covered. Three lessons about Thanksgiving were from the section of the Scope and Sequence on "Life in the U.S.A.", one lesson about an American supermarket from the section on "Survival Skills" and a comparative discussion about dating patterns in different cultures from the section on "Native Cultures".

Twenty-two (N=5) percent of the teachers did not use the Scope and Sequence because they felt they were experienced teachers and did not need to refer to it. One additional teacher who is new to ESOL felt he did not need it for his Level 4 class with the exception of business letter writing.

USE OF WHOLE LANGUAGE TECHNIQUES:

The following types of Whole Language activities were observed in high school classrooms: journal writing, discussion of literature, process writing, role-play, reading of a Big Book and the use of authentic text such as newspapers.

Classes observed using aspects of Whole Language:

1) Students were engaged in journal writing, and discussed a modern short story they had read (Level 4).

2) The teacher was engaged in process writing with his class; he had revised a short story written by a student, and the class was asked to point out changes. Revisions were linked to the characteristics of a good short story (Level 4).

3) The class read a detective story and students played different parts (Level 4).

4) The teacher read and discussed a story from a Big Book (Level 1).

5) The teacher read and discussed an O'Henry short story with her class (Level 2).

6) Three teachers read and discussed poems with their classes (Levels 3-4).

7) The teacher distributed newspapers to her students and they read and discussed the news (Level 3).

At one school, teachers had enrolled in a Whole Language course at St. Joseph's University and the effects were apparent in the second round of observations. All introduced literature to the students, and two teachers gave students the opportunity to create, through student to student interaction, a new ending to the story they had read.

Interview data revealed that 61% (N=14) of the teachers were either unfamiliar with Whole Language (N=3), vague or confused about it (N=8) or registered disinterest (N=3). This was reflected in at least 50% of

the observations where grammar, drill and exercises were prevalent as was the use of traditional ESL texts.

USE OF THEMATIC UNITS:

Three classes were observed using Thematic Units.

1) How to Get a Job:

The teacher covered topics such as how to: Survive in the U.S.A., Get a Job, Be Successful in Business, Write a Resume. Students were asked to write a resume and come prepared to be interviewed by him the next day.

2) Crime and Society:

This was a Thematic Unit of two week duration. In the lesson observed, the teacher read an article about "Shoplifting" and discussed the content with his students. They were asked to write their reactions in their journals for homework.

3) Newspapers:

This was a Thematic Unit of two week duration. The teacher had previously covered the different sections of the newspaper. In the lesson observed, the teacher distributed the Philadelphia Inquirer. The class read and discussed an article about the Crisis in the Gulf, and the discussion expanded to the Vietnam and Indo-China Wars.

Interview data revealed that 44% (N=10) of the teachers reported using at least one Thematic Unit this year. Themes mentioned were Immigration, Thanksgiving (one week duration), Clothing, Weather and Seasons, and Making Popcorn. One of these teachers indicated that he collaborates with the social studies and science teachers in developing Thematic Units. Two additional teachers indicated that they hoped to do Thematic Units as the year progresses. Seventeen percent (N=4) thought that any lesson with a theme, topic or activity constituted a Thematic Unit,

and thirty percent (N=7) indicated that they did not use Thematic Units. One explanation offered was that they are too time consuming.

USE OF TOTAL PHYSICAL RESPONSE (TPR):

This technique was not in evidence during the observations. Interview data revealed that most teachers believed that the technique was only appropriate for beginning level classes. Fifty percent (N=4) of beginning level teachers indicated they use the technique. Thirty percent (N=7) of the teachers in the total High School sample were either unfamiliar with the term or confused about its meaning.

USE OF COOPERATIVE LEARNING TECHNIQUES:

One classroom was observed engaged in Cooperative Learning. The teacher had students working in small groups to create a new ending to the story they had just read. In three other classes students were observed working in pairs. Students asked each other questions from the textbook, described pictures to each other, created written sentences together and discussed a new ending to a story. In one class students worked jointly in groups looking for pictures of winter clothing.

Interview data revealed that 3 additional teachers (13%) reported having students work in groups. Five others (28%) understood Cooperative Learning in terms of peer tutoring, i.e., they have students working in pairs to help each other. Two teachers said Cooperative Learning took place in the bilingual tutorial period, and one teacher confused the concept with peer coaching. Seventeen percent (N=4) of the teachers indicated that they do not use Cooperative Learning, one describing it as "a fad". One other teacher said he had not yet done Cooperative Learning.

STUDENT ENGAGEMENT:

In 65% (N=15) of the classes observed, students appeared attentive and engaged in the lessons. In the remaining 35% (N=8), teachers either lectured for most of the lesson or used grammar and drill exercises.

CONTENT AREA INSTRUCTION:

Forty-eight percent (N=11) of the teachers indicated that they taught content area material in their ESOL classes, i.e., social studies (N=7), mathematics (N=3), science (3) and history (N=2). Twenty-six percent (N=6) said they had contact with content area teachers, but most teachers felt it was too difficult to maintain contact. Reasons cited were either lack of common prep time or the fact that there were just too many content area teachers.

SUMMARY OF FINDINGS (HIGH SCHOOL SAMPLE):

- 57% of the teachers attended at least one of the special staff development sessions in the ESOL curriculum.
- 74% reported using the Scope and Sequence regularly or used it as a guide. Five of the lessons observed (22%) were from sections of the Scope and Sequence.
- 39% of the teachers had some understanding of Whole Language and were observed using some aspect of Whole Language in their lessons.
- 44% of the teachers reported using Thematic Units. Three Thematic Units were observed in progress.
- 50% of beginning level teachers reported using Total Physical Response (TPR). This technique was not in use during the observations.
- 57% of the teachers reported using Cooperative Learning, and 22% of the classes were observed with students working in pairs or groups for some part of the lesson.

- 65% of the classes were observed where students were attentive and engaged in the lessons.
- 48% of the teachers reported teaching content area material.
- 26% reported maintaining contact with content area teachers.

STUDENT FOCUS GROUPS

Focus groups were conducted with 12th grade Asian students at each of the high schools in the sample to assess their perceptions of how well ESOL instruction was meeting their needs in terms of language acquisition, reading and writing skills, and their ability to handle content material.

The focus groups listed below represented 51% of the Asian students at the following grades and ESOL levels:

University City	N=4	(12th Grade, Levels 3 and 4)
South Philadelphia	N=8	(12th Grade, Levels 3 and 4)
Kensington	N=6	(11th and 12th Grades, Level 4)*
Olney	N=11	(12th Grade, Level 4)

*Kensington only had three 12th Grade, Level 4 Asian students

ACTIVITIES IN ESOL:

Students were asked what activities they liked best in their ESOL classes. The responses varied from school to school and probably reflect the kind of ESOL instruction they receive. For example, at one school students liked reading-related activities, writing reports, discussions and conversations. At another, they liked using textbooks and doing vocabulary work. At two schools, students were unwilling to comment.

PROGRESS IN SPEAKING AND UNDERSTANDING ENGLISH:

In two schools students felt they were making satisfactory progress in speaking and understanding English, and at another 50% of the students were satisfied with their progress. However, all of the students at the fourth school felt they were not making enough progress in speaking and indicated they would like lessons devoted to speaking

and pronunciation. They also reported that they had no opportunity to use English with other students in their ESOL class.

PROGRESS IN READING:

At three schools students indicated they were making satisfactory progress in reading. Students at the other school felt they needed more help with comprehension and reported they did not read in their ESOL class. However, they do go to the library on their own initiative and take out books.

PROGRESS IN WRITING:

At all four schools at least half of the students were not satisfied with their progress in writing and indicated they needed more instruction and practice in writing.

ABILITY TO HANDLE CONTENT MATERIAL:

Almost all the students were receiving passing grades in all subjects. Areas of difficulty were Chemistry vocabulary (N=5) and Social Science (N=5), because the readings were substantial and the vocabulary difficult. In one school students reported having problems with American History because the teacher talked too rapidly for them. They were having difficulty taking tests and writing reports for this subject.

IMPROVEMENT IN ESOL:

All (N=29) of the students indicated they would like to improve their pronunciation and speaking skills. They recommended that ESOL teachers have more teacher-class conversations/discussions and permit student-to-student interaction. Seventy-two percent (N=21) also mentioned the need for more writing instruction and practice in ESOL,

such as journal writing. Fifty-nine percent (N=17) felt they needed more reading activities and more work with comprehension in ESOL. Four mentioned the need for more spelling practice.

APPENDIX A

ASIAN REMEDIAL PLAN
NEW INSTRUCTIONAL MODEL SCHOOLS (N=32)
1990-1991

District	School
1	Drew Elemetary (PK-8)
1	Lea Elementary (K-8)
1	Patterson Elementary (K-6)
1	University City HS (9-12)
2	Vare Elementary (K-8)
2	Childs Elementary (K-4)
2	Southwark Elementary (K-8)
2	Kirkbride Elementary (K-8)
2	McCall Elementary (K-9)
2	Girard Elementary (K-4)
2	Greenfield Elementary (K-8)
2	Taggart Elementary (K-8)
2	Vare MS (5-8)
2	Furness HS (9-12)
2	South Philadelphia HS (9-12)
4	Lamberton (K-12)
5	Brown Elementary (PK-4)
5	Kensington HS (9-12)
7	Lowell Elementary (K-8)
7	Birney Elementary (K-4)
7	Feltonville Elementary (K-6)
7	Finletter Elementary (K-8)
7	Barton Elementary (K-8)
7	Olney Elementary (PK-8)
7	Morrison Elementary (K-8)
7	Carnell Elementary (K-6)
7	Creighton Elementary (K-8)
7	Cooke MS (5-8)
7	Harding MS (6-8)
7	Fels HS (9-10)
7	Olney HS (9-12)
8	Northeast HS (9-12) (Sheltered Class Component Only)

APPENDIX B

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21ST STREET S. OF THE PARKWAY
PHILADELPHIA, PENNSYLVANIA 19103-1099

OFFICE OF LANGUAGE MINORITY PROGRAMS TELEPHONE (215) 299-7791

November 28, 1990
File #319

COMPREHENSIVE CALENDAR OF PROFESSIONAL GROWTH PROGRAMS 1990-91

Wednesday, July 11, 1990 2:00 - 4:30 p.m. and Wednesday, August 29, 1990 4:00 - 6:30 p.m. Adm. Bldg., Board Room	THE REMEDIAL PLAN AND THE NEW INSTRUCTIONAL MODEL Convocation of Principals of Model Schools Leaders: LMP Office Staff and Judy Kwiat, Illinois Resource Center
Monday, Tuesday, Wednesday August 27-28-29, 1990 9:00 a.m. - 4:00 p.m. Greenfield School	EXPANSION OF THE ESOL MODEL INSTRUCTIONAL PROGRAM (Paid attendance, by application) Leaders: Judy Kwiat and Josie Yanguas, Illinois Resource Center
Wednesday, September 5, 1990 9:00 a.m. - 12:00 noon Philadelphia Museum of Art	CITYWIDE MEETING FOR ALL ESOL TEACHERS Facilitators: ESOL Supervisors
Wednesday, October 10, 1990 3:30 - 5:30 p.m. Adm. Bldg., Executive Dining Room	READING AND WRITING IN THE WHOLE LANGUAGE APPROACH Dr. Margaret Van Naerssen English Language Program, Univ. of Penna.
Tuesday, October 23, 1990 3:30 - 5:30 p.m. Adm. Bldg., Executive Dining Room	DEVELOPING THEMATIC UNITS Ms. Ann Beusch Hood College and University of Maryland
Friday, November 2, 1990 4:00 - 6:30 p.m. and Saturday, November 3, 1990 9:00 a.m. - 4:00 p.m. Adm. Bldg., Board Room	PEER COACHING SEMINAR (Paid attendance, by application) Leader: Judy Kwiat, Illinois Resource Center

Tuesday, November 5, 1990 3:30 - 5:00 p.m. Welcome Center South 13th St. North of Jackson	COFFEE AND CONVERSATION SERIES, #1 1) Experienced ESOL Teachers 2) New and Substitute ESOL Teachers 3) Sheltered and Co-Taught Class Teachers Facilitators: ESOL Supervisors
Thursday, November 8, 1990 3:30 - 5:00 p.m. District 8 Office St. Vincent & Battersby Sts.	AWARENESS OF RUSSIAN CULTURE AND LANGUAGE Facilitator: Howard Heicklen, ESOL Supervisor, District 8
Wednesday, November 14, 1990 1:00 - 3:00 p.m. Barnwell Library Central High School	COUNSELORS AND BILINGUAL COUNSELOR ASSISTANTS WORKING TOGETHER Facilitators: Supervisors of ESOL and Supervisors of Comprehensive Student Support Services
Wednesday, November 28, 1990 3:30 - 5:30 p.m. Adm. Bldg., Auditorium	ASSESSING STUDENT PERFORMANCE Ms. Katharine Thayer Evaluation Assistance Center RMC Research Coporation, Hampton, NH
Saturday, December 1, 1990 9:00 a.m. - 4:00 p.m Adm. Bldg., Board Room	THEMATIC UNITS AND THE WHOLE LANGUAGE APPROACH (Paid attendance, by application) Leader: Ms. Ann Beusch Hood College and University of Maryland
Monday, December 3, 1990 3:30 -5:30 p.m. Harding Middle School	COFFEE AND CONVERSATION SERIES, #2 1) Experienced ESOL Teachers 2) New and Substitute ESOL Teachers 3) Sheltered and Co-Taught Class Teachers Facilitators: ESOL Supervisors
Wednesday, December 5, 1990 3:30 - 5:30 p.m. Cooke Middle School	THE NEW INSTRUCTIONAL MODEL IN THE MIDDLE SCHOOL SERIES, #1 Leaders: ESOL Supervisors Edward Koch, Irene Musman, Marco Zanoni
Saturday, December 8, 1990 9:30 a.m. - 1:30 p.m. Franklin Institute	FRANKLIN INSTITUTE FUTURES CENTER AND OMNIVISION THEATER, MUSEUM SERIES, #1 Leader: James Gallagher, Museum Teacher Limited to first 30 respondents Meet in Room 406; parking in museum garage if desired: $6.00 + museum validation

Monday, December 10, 1990 3:30 - 5:30 p.m. Adm. Bldg., Board Room	PROMOTING HIGHER ORDER THINKING SKILLS: INTEGRATING ESOL AND CONTENT AREAS Dr. Connie Cochran Mid-Atlantic Multifunctional Resource Center Silver Spring, MD
Wednesday, January 9, 1991 3:30 - 5:00 p.m. Furness High School	TECHNIQUES FOR TEACHING SHELTERED AND CO-TAUGHT CLASSES Leader: Valerie Nelsen, Furness High School
January 16, 1991 3:30 - 5:30 P.M. Adm. Bldg., Executive Dining Room	COOPERATIVE LEARNING STRATEGIES Dr. Connie Cochran Mid-Atlantic Multifunctional Resource Center Silver Spring, MD
Thursday, January 17, 1991 3:30 - 5:30 p.m. Harding Middle School	THE NEW INSTRUCTIONAL MODEL IN THE MIDDLE SCHOOL SERIES, #2 Leaders: ESOL Supervisors Edward Koch, Irene Musman, Marco Zanoni
Monday, January 28, 1991 3:30 - 5:00 p.m. Kirkbride School	SONGS, GAMES AND JAZZ CHANTS Presenter: Susan Ziman, Kirkbride School
Tuesday, February 5, 1991 3:30 - 5:30 p.m. Adm. Bldg., Executive Dining Room	PEER COACHING SEMINAR SERIES, #1 Leader: ESOL Supervisor Jacqueline Benevento
Wednesday, February 6, 1991 3:30 - 5:30 p.m. Southwark School	TEACHING CONTENT THROUGH ESOL, TEACHING READING SERIES, #1 Presenter: Mary Schafer, Southwark School
Wednesday, February 13, 1991 3:30 - 5:00 p.m. District 2 Office Conference Room, 427 Monroe St.	LITERACY THROUGH LITERATURE, TEACHING READING SERIES, #2 Presenter:Carol Adams, RELA Supervisor, District 2
Wednesday, February 20, 1991 3:30 - 5:30 p.m. Vare Middle School	THE NEW INSTRUCTIONAL MODEL IN THE MIDDLE SCHOOL SERIES, #3 Leaders: Edward Koch, Irene Musman, Marco Zanoni

Tuesday, February 26, 1991 3:30- 5:30 p.m. Adm. Bldg., Executive Dining Room	PEER COACHING SEMINAR SERIES, #2 Leader: ESOL Supervisor Jacqueline Benevento
Thursday, February 28, 1991 3:15 - 5:00 p.m. Philadelphia Museum of Art, West Entrance	THE PHILADELPHIA MUSEUM OF ART, MUSEUM SERIES, #2 (in conjunction with Henry Tanner exhibition) Leaders: Paula Seransky and Jean Woodley, Museum Teachers
Tuesday, March 5, 1991 3:30 - 5:30 p.m. Adm. Bldg., Executive Dining Room	PEER COACHING SEMINAR SERIES, #3 Leader: ESOL Supervisor Jacqueline Benevento
Wednesday, March 6, 1991 3:30 - 5:30 p.m. Welcome Center South 13th St. north of Jackson	LESSON PLANNING Presenters: ESOL Supervisors Edward Koch and Francisca Hernandez
Tuesday, March 12, 1991 3:30 - 5:30 p.m. Adm. Bldg., Cafeteria	USING THE NEWSPAPER, TEACHING READING SERIES, #3 Presenter: Mary Beth Lauer, Phila. Inquirer THE CLOZE TECHNIQUE, TEACHING READING SERIES, #4 Presenters: Bluma Binder, Kirkbride School and Marguerite Quinzán, Clemente Middle School
Tuesday, April 16, 1991 3:30 - 5:30 p.m. Adm. Bldg., Executive Dining Room	PEER COACHING SEMINAR SERIES, #4 Leader: ESOL Supervisor Jacqueline Benevento
Wednesday, April 17, 1991 3:30 - 5:30 p.m. Philadelphia Zoo 34th St. & Girard Avenue	A TRIP TO THE ZOO, MUSEUM SERIES, #3 Leader: Linda Jennings, Museum Teacher
Thursday, April 18, 1991 3:30 - 5:30 p.m. Cooke Middle School	THE NEW INSTRUCTIONAL MODEL IN THE MIDDLE SCHOOL SERIES, #4 Leaders: ESOL Supervisor Edward Koch, Irene Musman, Marco Zanoni

Wednesday, April 24, 1991 3:30 -5:00 p.m. University City High School IMC	TECHNIQUES OF THE WHOLE LANGUAGE APPROACH Leaders: Elementary School: Robin Marks, Creighton School and Bernice Kates, Barton School Middle School: Ruth Levikoff, Kirkbride School High School: Carol Rosycki, University City High School
Thursday, May 2, 1991 3:30 - 5:30 p.m. (Meeting Place TBA)	CENTIPEDE CITY TOUR Leader: Rosemary Brennan, Lea School
Tuesday, May 7, 1991 3:30 - 5:30 p.m. Adm. Bldg., Executive Dining Room	PEER COACHING SEMINAR SERIES, #6 Leader: ESOL Supervisor Jacqueline Benevento
Wednesday, May 29, 1991 3:30 - 5:30 P.M. (Location TBA)	THE NEW INSTRUCTIONAL MODEL IN THE MIDDLE SCHOOL SERIES, #5 Leaders: ESOL Supervisors Edward Koch, Irene Musman, Marco Zanoni

APPENDIX C

ASIAN REMEDIAL PLAN

EVALUATION OF STAFF DEVELOPMENT WORKSHOP
FOR ESOL AND CONTENT AREA TEACHERS OF
NEW INSTRUCTIONAL MODEL SCHOOLS
HELD AUGUST 27-29, 1990

ABSTRACT

One hundred and eight teachers from 29 of 32 New Instructional Model schools attended a three-day staff development workshop, August 27-29, 1990.

Evaluation questionnaires focused on the staff development sessions dealing with the ESOL Curriculum , sheltered and co-taught classes, and peer coaching. Ninety-five usable questionnaires were submitted. Returns were received from 43 ESOL teachers, 13 content area teachers of sheltered classes, 7 content area teachers of co-taught classes and 32 elementary teachers.

ESOL teachers indicated that they gained a better understanding of the ESOL Curriculum especially with regard to Whole Language teaching, the use of Thematic Units and Cooperative Learning. Content area teachers of co-taught and sheltered classes particularly valued staff development in techniques dealing with Cooperative Learning and small group instruction.

Both groups felt the need for future staff development to be less theoretical and more focused on practical classroom application, i.e. hands-on training in specific teaching techniques and demonstrations.

Feedback from the peer coaching session indicated that 84% of the participants understood the concept and practices of peer coaching. Thirty-eight (38) participants, i.e. 42.7%, indicated that they intended to volunteer for peer coaching this year, while an equal percentage (42.7%) remained undecided. Teachers indicated a need for more specific training and guidance.

An evening session on peer coaching was held for principals of New Instructional Model schools. Twenty-three (23) of 32 principals attended, and 15 completed evaluation questionnaires were returned. All 15 principals indicated that they would be interested in implementing peer coaching at their schools.

INTRODUCTION:

A three-day staff development workshop was held for ESOL and content area teachers of New Instructional Model schools at Greenfield Elementary School on August 27-29, 1990.

One hundred and eight (108) teachers from 29 of 32 schools participated. Teachers were given an orientation to the Remedial Plan and the New Instructional Models.

Staff Development sessions included:

a) ESOL and Content Area Techniques (conducted by School District staff)

b) The ESOL Standardized Curriculum and Instructional Materials (conducted by ESOL supervisors)

c) Whole Language Strategies (conducted by Illinois Resource Center staff)

d) Thematic Units: Integrating ESOL and Content Areas (conducted by Illinois Resource Center staff)

e) Cooperative Learning Strategies (conducted by Illinois Resource Center staff)

f) Peer Coaching: Teacher Partnerships (conducted by Illinois Resource Center staff)

An evening session was also held for principals to introduce them to the concept of peer coaching and to encourage them to support their staffs in promoting and facilitating teacher partnerships. Twenty-three of 32 principals attended this session.

ANALYSIS OF TEACHER RETURNS

Of the 108 teachers who attended the sessions, 95 usable feedback sheets were returned. Returns were received from:

• 43 ESOL Teachers:	69% (N=30) from schools new to the program 21% (N= 9) from original program schools 10% (N= 4) type of school unknown
• 13 Teachers of Sheltered Classrooms:	39% (N= 5) from schools new to the program 61% (N= 8) from original program schools
• 7 Content Area Teachers of Co-Taught Classrooms:	86% (N= 6) from original program schools 14% (N= 1) type of school unknown
• 21 Elementary 1-4 Teachers:	95% (N=20) from schools new to the program 5% (N= 1) from original program schools
• 11 Elementary 5-8 Teachers:	45% (N= 5) from schools new to the program 45% (N= 5) from original program schools 10% (N= 1) type of school unknown

I. THE ESOL STANDARDIZED CURRICULUM

Forty-three (43) ESOL teachers responded to the following questions using a five point scale ranging from "a very great extent" to "not at all".

a) To what extent did you use the ESOL Standardized Curriculum last year?

56% (N=24) indicated "a very great to great extent"
19% (N= 8) indicated "a moderate extent"
14% (N= 6) indicated "a rare extent"
12% (N= 5) indicated "not at all"

N.B. A total of 75% responded positively

b) To what extent do you expect to use the ESOL curriculum this year, as a result of this staff development experience?

70% (N=30) indicated "a very great to great extent"
14% (N= 6) indicated "a moderate extent"
7% (N= 3) indicated "a rare extent"
9% (N= 4) indicated "not at all"
N.B. A total of 84% responded positively.

c) To what extent do you feel prepared to train others in the ESOL curriculum?

42% (N=18) indicated "a very great to great extent"
37% (N=16) indicated "a moderate extent"
12% (N= 5) indicated "a rare extent"
9% (N= 4) indicated "not at all"
N.B. A total of 79% responded positively.

Comments from ESOL teachers indicated that they gained a better understanding of: (1) Whole Language teaching and the relationship of skills in the curriculum (N=11), (2) Thematic Units (N=7), (3) Cooperative Learning (N=7), (4) integrating the ESOL Curriculum with content areas (N=4), and (5) the complexity of the curriculum (N=3). For the most part, ESOL teachers indicated they would focus on the above skills this year.

Future staff development needs pointed to a desire for less emphasis on the mechanics of the curriculum and more emphasis on training in specific strategies; a more practical, hands-on approach to training teachers in the use of the curriculum, and the need for demonstration teaching.

II. CO-TAUGHT AND SHELTERED CLASSES

Eighteen (18)* content area teachers of co-taught (N=6) and sheltered (N=12) classes responded to the following questions on the same five point scale:

a) To what extent will the presentations help you teach a co-taught or sheltered class? (17/18 respondents)

30% (N=5) indicated "a very great to great extent"
41% (N=7) indicated "a moderate extent"
30% (N=5) indicated "a rare extent"

N.B. A total of 71% responded positively

b) To what extent do you feel knowledgeable about the materials available/necessary for LEP students in your content area? (17/18 respondents)

41% (N=7) indicated "a very great to great extent"
12% (N=2) indicated "a moderate extent"
35% (N=6) indicated "a rare extent"
12% (N=2) indicated "not at all"

N.B. A total of 53% responded positively

c) To what extent do you feel prepared to train others at your school in techniques for co-taught and sheltered classes? (18/18 respondents)

22% (N=4) indicated "a very great to great extent"
33% (N=6) indicated "a moderate extent"
22% (N=4) indicated "a rare extent"
22% (N=4) indicated "not at all"

N.B. A total of 55% responded positively

Comments from content area teachers of co-taught and sheltered classes indicated that techniques dealing with Cooperative Learning and small group instruction were new to them (N=11), and that they intended to focus on these aspects in their classrooms. Teachers expressed the desire that future staff development sessions focus less on the theoretical and more on practical application. They asked for more help in expanding their teaching techniques, in developing and applying teaching strategies for specific content areas and grades, and for workshops on the availability and use of instructional materials for sheltered and co-taught classes.

*Two additional teachers did not respond to this section, but did respond to the peer coaching section discussed on page 5.

III. PEER COACHING

A. Teacher Feedback

All participants were asked to complete the following questions regarding peer coaching, since this was a session that involved the whole group. The number of respondents ranged between 88 and 89 for each question.

a) To what extent have you participated in peer coaching in the past?

25% (N=23) indicated "a very great to great extent"
7% (N= 6) indicated "a moderate extent"
14% (N=12) indicated "a rare extent"
53% (N=47) indicated "not at all"

N.B. a total of 32% responded positively

b) To what extent do you feel you understand the concept and and practices of peer coaching from this presentation?

59% (N=52) indicated "a very great to great extent"
26% (N=23) indicated "a moderate extent"
13% (N=11) indicated "a rare extent"
2% (N=2) indicated "not at all"

N.B. A total of 85% responded positively

c) Do you intend to volunteer for peer coaching at your school this year?

Yes = 42.7% (N=38)
Undecided = 42.7% (N=38)
No = 14.6% (N=13)

A larger percentage of teachers from original model schools indicated their intention to volunteer compared with teachers of schools new to the model, i.e. 50% (N=10/20) versus 39.7% (N=16/40) respectively. Teachers of schools new to the model were more tentative with 49% remaining undecided, compared with 27% from original model schools.

ESOL teachers registered the strongest interest in peer coaching with 50% (N=20) indicating they would volunteer and 40% (N=16) remaining undecided. Twenty-eight percent (N=5) of content area teachers of co-taught and sheltered classes indicated they would volunteer, while 44% (N=8) remained undecided.

For future staff development, teachers indicated the need for more specific guidance in how to implement peer coaching techniques, schedule time periods and persuade school staff and administrators of its value.

B. Principal Feedback

Fifteen returns were received from the 23 principals who attended the evening session on peer coaching conducted by Judy Kwiat from the Illinois Resource Center.

One high school, one middle school and 13 elementary school principals provided feedback. All 15 principals indicated that they had a clear understanding of the concept of peer coaching, and that they would be interested in implementing peer coaching at their school.

Problems they anticipated were time constraints, the need for in-depth teacher training, prep pay back, "perks" for coaching, staff hesitancy and the need for sensitivity-building.

STAFF DEVELOPMENT FEEDBACK
READING AND WRITING IN THE WHOLE LANGUAGE APPROACH
October 10, 1990
Presenter: Margaret Van Naerssen, University of Pennsylvania

Focus Group Participants: 10 ESOL teachers: 9 elementary , 1 middle

Most teachers said that the concepts of Whole Language instruction were familiar to them prior to the workshop.

Eight of the ten teachers in the focus group stated that they use Whole Language instruction currently.

The most helpful aspects of the workshop were:

. input from other teachers
. geography handout
. information on reading/writing

The least helpful aspects of the workshop were:

. test-taking (took up too much time)
. Craters on Moon exercise (not sure what to do with it)

Teachers felt that they needed more information on:

. how thematic units can be developed and implemented
. ideas about "what works" with LEP students
. specifically, how to implement a Whole Language approach
. how to integrate the content and language in an ESOL class
. materials appropriate for Whole Language teaching and how to use them

Other staff development areas teachers are interested in:

. a discussion session where teachers would bring questions and answer others' questions
. practical application of the Whole Language method, with accompanying materials
. information about how to work with (and assess) ESOL Special Education students
. a session on working with ESOL students of different levels within one class

STAFF DEVELOPMENT FEEDBACK
DEVELOPING THEMATIC UNITS
October 23, 1990
Presenter: Ann Beusch, Hood College and University of Maryland

Focus Group Participants: 5 elementary teachers, 1 high school teacher

1. Were you familiar with the concept of thematic units prior to the workshop?

All the teachers in the focus group had been familiar with thematic units prior to the workshop; two teachers in the group had helped write the thematic units included in the curriculum.

2. What were the most helpful aspects of the presentation?

. speaker's own teaching experiences
. interaction among the teachers (teachers' input to one another)
. handout on criteria for thematic units (three teachers)
. technical aspects of writing a thematic unit, e.g., stating "outcomes"
. no helpful aspects to the workshop (two teachers)

3. Were there any parts of the workshop that did not seem helpful?

. the workshop was geared too much to high school, and not enough to elementary school (three teachers)
. the workshop was not specific enough

4. What aspects of the workshop do you feel you might like to implement in your own class (es)?

. "Caps for Sale" unit
. diagram on interactive nature of the thematic unit

5. What else do you feel you need to know about working with thematic units?

. how to evaluate students' progress in a thematic unit (traditional forms of assessment do not seem to apply, nor does traditional timing for assessment)

6. What other topics would you like to see addressed in future staff development programs?

. Alternative assessments
. How to teach American culture

Other suggestions from the teachers:

. Have more local people do the staff development
. ESOL workshops could make use of cross-disciplinary teachers and supervisors, such as those from early childhood education.
. Thematic units need to include more excitement, imagination and fantasy

STAFF DEVELOPMENT FEEDBACK
PEER COACHING
November 2, 3, 1990
Presenter: Judy Kwiat, Illinois Resource Center

Focus Group Participants: 7 elementary, 1 middle and 3 high school teachers

The group expressed a great deal of enthusiasm and praise for the sessions. The strengths they identified were:

1) The value of the audio-visual presentation in terms of modeling classroom implementation

2) The emphasis on the practical without sacrificing the theoretical

3) The wealth of information that was shared

4) Excellent pacing

5) The promotion of colleague to colleague interaction

6) The building of group trust and rapport

7) The clarity of the tasks

8) The opportunity to work with a partner for the first time under guidance

They felt that the workshop could be improved in some ways:

1) The concept of peer coaching was confused by some teachers with peer tutoring and needed to be more clearly defined at the very beginning of the session.

2) At times participants were confused about the specific task assignment when they broke into groups.

3) At times the transition from one activity to another was too abrupt.

4) One member of the group objected to the definition of good literature.

Participants indicated that they would like a list of those who attended the workshop and a follow-up meeting, so that they could network and share.

When asked what aspects of their teaching they would like to work on in a peer coaching setting, teachers answered as follows:

a) Integrating the ESOL curriculum with content areas

b) Classroom management

c) Developing challenging lessons and materials for students

d) Story-telling and dramatization

e) Asking referential questions

f) Developing skills in conferencing with students, using dialogue journals and providing relevant background information to students

Most of the participants indicated that they would inform their principals or department heads what they had learned when they returned to their schools.

APPENDIX D

TABLE D-1

ELEMENTARY SCHOOL ESOL TEACHER SURVEY [1]

Percentage of Teachers Reporting the Frequency With Which They Use Aspects of the ESOL Standardized Curriculum. Total Program Elementary High School Teachers (N=52) Compared With In-Depth Study Elementary School Teachers (N=17) Who Responded to the Survey

Aspects of ESOL Curriculum	FREQUENTLY		SOMETIMES		RARELY TO NOT AT ALL	
	Total Program %	In-Depth Study %	Total Program %	In-Depth Study %	Total Program %	In-Depth Study %
Scope and Sequence	73	53	23	41	4	6
Whole Language	94	88	4	6	2	6
Thematic Units	73	59	21	30	6	12
Total Physical Response	77	65	15	24	8	12
Cooperative Learning	64	65	29	29	8	6

1 At Lamberton, ESOL classes are being taught by two Latin teachers who were unfamiliar with the curriculum and did not return the survey form.

TABLE D-2
MIDDLE SCHOOL ESOL TEACHER SURVEY [1]
Percentage of Teachers Reporting the Frequency With Which They Use Aspects of the ESOL Standardized Curriculum:
Total Program (N=13)

Aspects of ESOL Curriculum	FREQUENTLY %	SOMETIMES %	RARELY TO NOT AT ALL %
Scope and Sequence	31	62	8 (N=1)
Whole Language	92	8 (N=1)	0
Thematic Units	54	31	15 (N=2)
Total Physical Response	46	23	31
Cooperative Learning	62	39	0

1 Harding Middle School was the only Middle School not included in the In-Depth Study. Since there are only 2 ESOL teachers at this school, no comparisons were made between the Total Program and the In-Depth study teachers.

TABLE D-3
HIGH SCHOOL ESOL TEACHER SURVEY
Percentage of Teachers Reporting the Frequency With Which They Use Aspects of the ESOL Standardized Curriculum. Total Program High School Teachers (N=32) Compared With In-Depth Study High School Teachers (N=22) Who Responded to the Survey

Aspects of ESOL Curriculum	FREQUENTLY		SOMETIMES		RARELY TO NOT AT ALL	
	Total Program %	In-Depth Study %	Total Program %	In-Depth Study %	Total Program %	In-Depth Study %
Scope and Sequence	53	50	19	18	28	32
Whole Language	78	78	6	5	15	18
Thematic Units	63	64	16	14	22	23
Total Physical Response	37	41	31	27	32	32
Cooperative Learning	41	32	34	41	26	27